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# A Study to Determine the Correlation Between the Virginia Common Core of Learning and the Secretary's Commission on Achieving Necessary Skills Reports to the Marketing Education Curriculum

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A STUDY TO DETERMINE THE CORRELATION BETWEEN THE  
VIRGINIA COMMON CORE OF LEARNING AND THE SECRETARY'S  
COMMISSION ON ACHIEVING NECESSARY SKILLS REPORTS TO THE  
MARKETING EDUCATION CURRICULUM

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A Research Paper  
Presented to the Graduate Faculty  
of the Department of Occupational and Technical Studies  
at Old Dominion University

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In Partial Fulfillment  
of the Requirements for the  
Master of Science in Education Degree

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Lalita Brinkley Samrai

August, 1993



Approval Page

This research paper was prepared by Lalita B. Samrai under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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## CHAPTER I

### INTRODUCTION

Society has undergone dramatic changes in recent years. Knowledge has increased, demographic changes have occurred in school population, developments have increased in information technology, and increases in global interdependence have brought about a need to reform public education in Virginia and across the country. (Common Core of Learning, 1993 p.1) Marketing Education is an important part of Virginia's public system of education. It is expected to contribute to the competencies defined under the Virginia Common Core of Learning (VCCL) and the Secretary's Commission on Achieving Necessary Skills Report (SCANS).

### STATEMENT OF PROBLEM

The problem of this study was to determine the correlation between the Virginia Common Core of Learning and the Secretary's Commission on Achieving Necessary Skills Reports to the Marketing Education Curriculum in Newport News.

### RESEARCH GOALS

The goals of this study were:



1. To determine how Marketing Education Curriculum compares to the outcomes identified in the Virginia Common Core of Learning.

2. To determine how the Marketing Education Curriculum compares with the Secretary's Commission on Achieving Necessary Skills Report.

3. To develop a plan to improve the Marketing Curriculum to meet the demands of society.

#### BACKGROUND AND SIGNIFICANCE

The Constitution of Virginia, Article I, Section 15, states:

Free government rests, as does all progress, upon the broadest possible diffusion of knowledge, ... the Commonwealth should avail itself of those talents which nature has sown so liberally among its people by assuring the opportunity for their fullest development by an effective system of education throughout the Commonwealth.

The Superintendent, Dr. Spagnolo, is trying to develop a process that fits into the social structure of the country in reforming education. He cited figures to show the "dissonance" between skills taught and skills needed. He noted a 13 percent decrease in manufacturing jobs in the last 10 years; the kinds of jobs that minimally educated students are prepared for and the kinds of jobs that have brought numerous minorities into the working force. "These kinds of

jobs are gone forever," he said. The industries that could not encompass minimally educated persons have moved abroad and the future of the less well educated has been altered irrevocably. (Jones, VEA News, 1/93,p. 6) The State Board of Education has committed itself to educational change in a program that includes the opportunities to rely on more teachers to allocate school resources and innovations to measure outcomes rather than inputs, and to emphasize alternatives for assessment.(Jones, VEA News, 1/93,p. 6)

Marketing Education needs to be in tuned to educational changes and ideals of our schools today mainly because the two reports, the VCCL and the SCANS Report, show that Marketing educators have been prescribed all along to the same teachings that are mentioned in the report.(Gleason, Marketing Perspectives, 11/92,p. 4) Consequently, curriculum needs to be reviewed and a determination of need to be made to find out whether the current curriculum is teaching skills Americans need or if the curriculum needs be be revised in light of recent studies.

### ASSUMPTIONS

There were three major assumptions upon which this study was based:

1. The World Class Education initiative would be approved by the Board of Education.

2. The World Class Education initiative would be implemented in Newport News in the very near future.

3. The SCANS report would be another source used to determine the needs of students in Virginia.

#### LIMITATIONS

This study was limited in that the proposal, World Class Education, is a new concept that continues to be in the developmental stage. Dr. Spagnolo stated that, "World Class Education is very much a moving target with many details not pinned down." (Jones, VEA NEWS p. 6)

This study is limited in part to Marketing Co-op Program in Newport News, Virginia. The tools used for comparison are limited to the SCANS Report and the Virginia Common Core Of Learning Report.

#### PROCEDURES

The materials were first reviewed. A matrix was developed to compare the Virginia Common Core of Learning, The SCANS Report to the Marketing Core Competencies and the Marketing Education Curriculum. Recommendations were then made to restructure the Marketing Education Curriculum in light of the VCCL and the SCANS outcomes.

## DEFINITION OF DEFINITION OF TERMS

A few terms discovered in the readings needed to be defined in order to understand the study.

**World Class Education** - a 10 year plan adopted by the Board of Education for transforming Virginia public schools. It uses research to schools to help schools in Virginia redefine and strengthen themselves.

**Virginia Common Core of Learning (VCCL)** - defines attitudes, skills, and knowledge that are considered to be essential for success in the world.

**Secretary's Commission on Achieving Necessary Skills (SCANS)** - A report that identifies the basic outcomes that business believes are critical to our future.

**Marketing Education (M.E.)** - A vocational education program for those preparing for or engaged in marketing of goods and services to the public. Includes retail, wholesale, and service occupations.

**Matrix** - A rectangular arrangement into rows and columns of the elements of a set.

**Competency-Based Education** - Instruction based on the skills, area of knowledge and behaviors required of people who fill specific job roles.

## OVERVIEW OF CHAPTER

Newport News Public Schools would like to continue to prepare students to lead the way into the future. In order to do this effectively, the Virginia Board of Education has adopted a plan for transforming public schools. This plan entitled World Class Education provides for a Common Core of Learning. The purpose of this study was to determine if a correlation exists between the Virginia Common Core Of Learning, the Secretary's Commission on Achieving Necessary Skills and the Marketing Education Curriculum for Newport News. The purpose of Chapter I was to provide a detailed introduction of the problem which included: (1) research goals, (2) assumptions of the researcher, (3) limitations of the study, (4) the procedures for completion of the study, and (5) the definition of terms. In Chapter II, a review of the literature pertaining to the problem will be presented. The methods and procedures used for conducting the study will be described in Chapter III. In Chapter IV, the findings of the study will be presented. Chapter V contains the summary, conclusions and recommendations of the study.

## CHAPTER II

### REVIEW OF LITERATURE

Chapter II is the review of literature. It is a review of the Virginia Common Core Of Learning, the SCANS report, and the Marketing Education Curriculum.

The Virginia Common Core (VCCL) is based on the assumption that all students must have an opportunity to learn essential values and skills and to acquire knowledge. To achieve those objectives, it is necessary to determine the foundation for learning that students must possess. The VCCL seeks to answer a number of questions. What do we actually want students to be able to do when they leave school? What kind of people do we want them to be? Can they plan and carry out a project that utilizes the talents and knowledge of members of a group? Can they observe events and objects and draw reasonable and useful conclusions from their observations? Can they communicate accurately what they know and think?

A number of national reports underline the growing need for critical thinkers, team players, problem solvers, and involved citizens. The VCCL will assist educators and parents in preparing students to cope effectively with demands that will confront them in the next century.

The Common Core has been developed by a diverse team of

public school and college faculty members and administrators, Department of Education Specialist, and representatives from professional and lay organizations. The VCCL is updated and revised as research and experience indicate the need.

A school intending to implement a common core approach would do well to reflect on the following principles.

1. Every child has the right to the essential learning experiences that form a sound educational foundation and every child can learn from these experiences.

2. The public has a right to expect that graduates have learned crucial attitudes, skills, and knowledge and have learned them well.

3. Students are responsible for understanding how knowledge and skills interact, and how the individual can use them to learn, to work productively, and to be an effective member of society.

4. The Common Core of Learning should focus on what is expected of students at various stages in their growth and learning.

5. Good assessment forms a link between the expected outcomes of public education defined by the Common Core of Learning and the school's curriculum.

6. Administrators and teachers in local schools are the best judges of how to use sound research and their own

experience to turn the Common Core of Learning into effective curriculum, instruction, learning, and student performance.

7. Success of the Common Core of Learning will depend on collaboration among researchers, educators, parents, students, and the community. (VCCL, 1983, p. 4)

The VCCL provides a method of looking at schools and the education of students; however, no set rules can determine precisely how they should be done. Outcomes and standards will be established, but the means for achieving them will depend on the school. Each school will develop its own approach to the common core. One school may take on a interdisciplinary approach, blocking out flexible instructional periods for team teaching. Another focus is infusing crucial attitudes and skills throughout the curriculum, using local performance assessment to certify accomplishment. Another option might be to decide and emphasize student needs and outcomes, assigning students to instructional programs and sequences based on a continual needs assessments.

Instructional leaders will look into the strategies needed to implement the VCCL. The following topics should be considered for implementation:

- \* Infusion of critical thinking skills in all subjects



- \* Interrelationships among various disciplines
- \* The connection between student needs and the results of instruction
- \* Adapting instruction to suit different learning styles
- \* Students helping each other to learn (collaborative learnings)
- \* Cooperative teaching and instructional planning
- \* Human development and learning
- \* Assessment based on student achievement
- \* Implications of reports such as America 2000 and the SCANS report on crucial work place competencies. (VCCL, p. 5)

The Common Core of Learning also requires a host of resources that need to be considered by school administrators and faculties. The resources to be considered are the following:

- \* The role of textbooks
- \* The role of media centers
- \* The effective use of computers and related technology
- \* The most effective mix of teachers and aids
- \* The design of the school day
- \* The physical design of schools and classrooms
- \* The scheduling and distribution of classes (VCCL, p. 7)

In an article found relates to the need for educational reform. Ron Brandt, interviewing Hiedi Jacobs, asks why so many educators are expressing an interest in interdisciplinary education. Jacobs mentioned that their has been an explosion of knowledge and much falls between the cracks. Many students are dropping out of schools because they cannot see the relevance to their lives. These students can be helped with a new ideas. The Common Core of Learning can help. (Ron Brandt, 1991, p. 24-28)

More information was found in a document entitled *The American 2000*. This is an education strategy report which sets forth the six national educational goals adopted by the President of the United States and the Governors of the States and territories. One specific idea has to do with the idea of implementing foreign language as a requirement. (U.S. Department of Education, 1991)

The Governors Advisory Committee report proposes fundamental changes in the way Virginia thinks about and organizes education. One goal is for all students, typically by the age of ten, to be able to demonstrate critical knowledge and skills on a par with world-class standards and thus be prepared for the further education or training necessary to participate successfully in a global economy. To achieve this goal the committee recommends that efforts in the schools through the tenth grade be restructured to focus on clearly developing students' basic

competencies in reading, oral and written communications, mathematics, and science to standards benchmarked against the highest in the world. In acquiring these skills, students also needed to develop the motivation to become life long learners and the capacity to think and solve problems independently and as a part of a group. The committee also proposed that students demonstrate their mastery of these skills through a series of performance-based evaluations which collectively would constitute the Virginia Assessment of Critical Knowledge and Skills. Each student should be allowed to move at his or her own pace while receiving tangible recognition for success. The mastery of competencies would demonstrate a student's knowledge and skill readiness for further education and for entry into the work force as a trainable worker. (Governor's Advisory Report, 1991)

The Governor's Commission on Educational Opportunity for All Americans reports that the board ensure equal opportunity for students to achieve across the Commonwealth by redefining the Standards of Quality and Standards of Accreditation over the next five years. These goals are:

- \* Statewide goals for what all students should learn, student performance standards which all students should learn, student performance standards which all students should be expected to meet and outcomes to be assessed.

- \* A Common Core Curriculum to achieve these goals, stated in terms of student learning outcomes, which will allow the divisions and the Department of Education to more precisely define program offerings. The Common Core would apply to all students and be integrated into all programs, including Vocational Educational programs.
- \* Criterion referenced tests and other performance-based assessments to measure learning outcomes for all students. (Gov. Advisory Report, 1991, p. 12)

Educational goals were also discussed in a panel report. The National Education Goals Panel of 1991 reports of six major goals and a rationale for these goals.

1. Readiness for School: By the year 2000, all children in America will start school ready to learn.
2. High School Completion: This goal means the by the year 2000, the High School graduation rate will increase to at least ninety percent.
3. Student Achievement and Citizenship: This goal means that by the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including, english, mathematics, science, history, and geography, and every school in America will ensure that all students will learn to use their

- minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. **Science and Mathematics:** By the year 2000, U.S. Students will be the first in the works in science and mathematics achievement.
  5. **Adult Literacy and Lifelong Learning:** This pertains to the idea that by the year 2000, every adult American will be literate and will possess the knowledge and skill necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
  6. **Safe, Disciplined, and Drug-Free Schools:** By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. (National Ed. Goals Panel 1991)

Connecticut's Common Core of Learning Committee of 1987 (ERIC Document) lists and explains the Connecticut State Board of Education's Standards of knowledge and skills for educated citizens and its policy for graduates. The Common Core details what high school graduates ought to know and know how to do. It represents a broad array of outcomes that should result from the entire K-12 school experience, including academic skills and knowledge, personal skills, attitudes, and attributes.

The Common Core of Learning is organized under three major headings that reflect significant groups of skills, knowledge and attitudes. The headings are:

1. Attributes and attitudes (self confidence, motivation and persistence, responsibility and self reliance, intellectual curiosity, interpersonal relations, sense of community, and moral and ethical values.)
2. skills and competencies (reading, writing, speaking, listening, and viewing, quantitative skills, reasoning and problem solving skills)
3. understandings and applications (the arts, careers and vocations, cultures and languages, history and social sciences, literature, mathematics, physical development and health, and science and technology).

Educational Leadership provides an overview of interest in the concept of a common core. Goodlad states, the common core must be enriched by the inclusions that go beyond specification of content to ensure the connections of the subjects taught with the universe they supposedly represent, preparation through the curriculum to participate broadly in the human conversation, classroom encounters with issues and problems that transcend subject divisions, modes of learning that involve students as participants rather than mere observers, and equal access to the whole for all students. (Goodlad, 1986, p. 11)

The individuals interested in a change in the school systems are truly leading to the Common Core of Learning. Many realize the value of this system, but many also

recognize that work will also be needed to implement and monitor it at an advanced level.

Secretary's Commission on Achieving Necessary Skills  
SCANS REPORT

The SCANS report is a document that the Department of Labor is using to show the outcomes needed by high school students upon graduation. The SCANS report shows that students need effective job performance or work place know how. The two elements needed are competencies and foundations. The report identifies five competencies and a three part foundation of skills and personal qualities that lie in the heart of job performance. The eight requirements are essential preparation for all students, both those going directly to work and those planning to further their education. The report also indicates that the competencies and the foundations should be taught and understood in an integrated fashion that reflects the work place context in which they are applied.

The SCANS report shows that each student needs to:

- \* Identify, organize, plan and allocate resources such as time, money, material and facilities, and human resources.
- \* Work with others, such as interpersonal skills: teamwork, teaching others serving clients, leadership, negotiation and accepting adversity.

- \* Acquires and uses information such as communication: acquire and evaluate, organize and maintain, interpret and communicate, and use computers to process information.
- \* Understands complex inter-relationships such as understands systems and systems thinking.
- \* Demonstrates basic skills such as reading, writing, mathematics, listening and speaking.
- \* demonstrates thinking skills such as creative thinking, decision making, problem solving.
- \* Demonstrates personal qualities such as individual responsibility, self esteem, sociability, self-management, integrity.

The Virginia Common Core also refers to the SCANS report on page five of the preface. The Common Core information gives reference to how the SCANS report articulates the needs of the work place, the economy, and our social system, reflecting on the need for higher order skills and abilities along with integration of learning and a outcome-based approach to public education. (VCCL Draft, p. 3)

The SCANS report goals which are outlined in the report are to:

1. Define the skills needed for employment.
2. Propose acceptable levels of proficiency.
3. Suggest effective ways to assess proficiency
4. Develop a dissemination strategy for the nation's schools, businesses, and homes.



The results are based on discussions and meetings with business owners, public employees, unions, and workers and supervisors in shops, plants, and stores.

The SCANS report has set out its beliefs for students. Its goal is to increase educational achievement for all segments of the population. The intent is to transform perceptions about the preparation essential for work. The know-how defined is important for further learning beyond high school. The SCANS skills can be taught. Today's schools must determine new standards, curricula, teaching methods, and materials. The SCANS know-how can be incorporated in five core subjects: history, geography, science, English, and mathematics. Total orientation is a must for all to benefit. The SCANS competencies and skills are not intended for special tracks labeled general or career or vocational education. All teachers, in all disciplines are expected to incorporate them into their classwork. ( Netherton, 1992, p. 13) The work place know how lists the competencies and the foundation. The competencies were described earlier. The foundation requires three competencies: Basic Skills, Thinking Skills and Personal Qualities. These qualities will help the student become a productive employee.

Science Competencies are also important in making good workers. Three principles from cognitive science are incorporated into the SCANS. The first is that students do not need to learn basic skills before they learn problem

solving skills. The two go concurrently and are mutually strengthened. The second principle is that learning should be reoriented away from mere mastery of data and toward encouraging students to recognize and solve problems. The third principle shows that a real know-how cannot be taught in isolation; students need practice in application of these skills. The application of skills are taught in Marketing Education.

### Marketing Education In Virginia

Marketing Education in Virginia prepares students for careers in the marketing of goods or services; the buying, transporting, and storing of goods; the promotion of goods and services; marketing research; and marketing management. Through classroom instruction and supervised on-the-job training, marketing education enables students to develop competencies that ready them for entry into full-time employment or advanced educational or training programs. The cooperative instruction inherent in Marketing Education programs requires the joint interest and efforts of the school, local marketing businesses, and the community. In cooperative programs, school activities and work experiences are a component of the competency-based learning package designed by the teacher coordinator, who implements classroom instruction, along with the supervisor of work and also supervises the student on the job training. The on the job

training may take place either during part of the school day or outside regular school hours, ensuring maximum scheduling flexibility for students under accreditation standards.

According to the 1978-79 Virginia State Plan for Vocational Education, all vocational education programs taught in state-accredited secondary or postsecondary schools must be competency based. This means that instruction is based on the skills, areas of knowledge, and behaviors or competencies required of people who fill specific roles or jobs.

#### Characteristics of Competency Based Education

Competency based education (CBE) has certain characteristics that differentiate it from traditional instruction. The competencies included in a program's instruction are role-relevant. This means that the instruction is designed to prepare students to fill successfully those roles required of them as workers, consumers, family members, citizens of the community, and members of a technological society.

CBE is based on authoritative research. The job performance and other roles related to the job are examined. Competencies identified in national research must be validated at the state and local level.

CBE is task oriented. It is the mastery of the skill, knowledge or behavior that is important, not the time

it takes the student to learn. The emphasis is on pace learning.

CBE also required instruction in all domains of learning. Students must master competencies related to hands on skills, knowledge areas, and behaviors and attitudes in order to complete the vocational program. This insistence on instruction in all domains of learning is what differentiates education from occupational training and it recognizes the importance of the total person in the educational process.

The standards of the CBE ensure consistent quality of the vocational program. The standards which are found in the Virginia Vocational Education Guide include:

Standard I. Role-Relevant Competencies Are Identified and stated.

Requires:

- A. A validated task/competency list for each vocational program.
- B. A performance objective for each validated task/competency.

Standard II. Competencies Are Specified To Students Prior To Instruction.

Requires:

- A. system for providing task/ competency consists of and how the student's performance will be evaluated. Evaluation information of importance to the student would include:

- B. The conditions for evaluation; what tools, materials, supplies, equipment, references needed.
- C. The performance: what the student must actually do, the skill, the knowledge, or the behavior that must be demonstrated.
- D. The standard; how well the student must perform.
- E. The instrument of evaluation, written test, checklist for instructor or training sponsor observation, manufacturer's directions, or other evaluation material.

Standard III. Criterion-Referenced Measures Are Used To Measure Achievement Of Competencies.

Requires:

- a. A criterion-referenced measure for each validated task/competency.
- b. A testing and evaluation procedure that tests the performance objective and is criterion based.

Standard IV. A System Exists For Documenting The Competencies Achieved By Each Student.

Requires:

A system that has task/competency records/ profiles for student achievement in each vocational program, course, or unit. Task competency records/profiles should be a part of the students school records. This documentation of achievement is important to the student who moves to another school, embarks on a post secondary education or apprenticeship program, or enters employment.  
(State of VA. Curriculum)

In addition to cooperative programs, Marketing Education offers occupational experience courses that focus on simulated activities of marketing businesses that are replicated in the classroom, school, or community projects or periodic employment in local marketing businesses. These occupational experiences may also take place during or in addition to the regular school day. Students may concentrate all of their courses in the General Marketing Program or in one specialized area, or they may choose to combine courses for both.

The student organization DECA is designed to complement, supplement, and strengthen the marketing education curriculum and instructional program. Through participation in local, state, and national activities, DECA members develop a better understanding of the business world, become conscious of their civic obligations, and develop social poise and leadership ability. The DECA program of work includes activities related to classwork, participation in community projects, district meetings, and competitive events.

#### Summary

A review of literature that pertains to the Virginia Common Core of Learning, the SCANS Report and Marketing Education has focused on some distinct points.

1. The need for a set of common core standards for education.

2. The importance of establishing standards for students upon graduation in pursuit of a career.

3. The importance of competency-based education.

4. The source of information found in the marketing program to help students in need of job success.

## CHAPTER III

### METHODS AND PROCEDURES

This chapter contains a description of the methods and procedures used to conduct a study to determine the correlation between the Virginia Common Core of Learning and the Secretary's Commission on Achieving Necessary Skills reports to the Marketing Education Curriculum in Newport News. This chapter includes a description of the data reviewed, instrument design, data collection and data analysis. The chapter concludes with the procedure that were used for statistical analysis.

### DATA REVIEWED

Information was obtained from the SCANS report which outlined the skills required from the work force as a whole. The second piece of data obtained for research was the Virginia Common Core Of Learning report. The third source of data was obtained from the Marketing Education Curriculum.

### INSTRUMENT DESIGN

The purpose of this study was to find the correlation between the SCANS, Virginia Common Core and the Marketing Curriculum. The design of the comparative matrix was based on the research goals. Information was discerned to find the correlation between the Marketing Curriculum and the SCANS



developed to match the SCANS competencies and foundation skills, VCCL foundations and the Marketing Education general marketing competencies and the entry, career-sustaining, specialist, supervisory, and manager/entrepreneur levels.

#### SUMMARY

The purpose of chapter III of this study was to provide a description of the methods and procedures that were used to conduct a correlation of Marketing Education with the Virginia Common Core and the SCANS Report. The chapter included descriptions of: (1) the population considered in the study, (2) the instrument design, and (3) the methods used for statistical analysis.

## CHAPTER IV

### FINDINGS

The problem of this study was to determine the correlation between the Virginia Common Core of Learning and the Secretary's Commission on Achieving Necessary Skills reports to the Marketing Education Curriculum in Virginia. This chapter contains the Findings, an analysis of data Summary. A matrix was used to arrange and present the data found. Information was gathered by comparing the competencies and foundations that are found in the the SCANS and the dimensions of the Virginia Common Core reports. The matrix shows the five SCANS competencies. The first competency is Resource. This competency entails the allocation of time, money, material, facility resources and human resources. The second competency, Information, consists of evaluating information, organizing and maintaining information. Information also entails interpreting, communicating information and using computers to process information. The third competency, Interpersonal, includes participating as a member of a team, teaching others, serving clients/customers, exercising leadership, negotiating to arrive at decisions and working with cultural diversity. The fourth competency, Systems, includes understanding systems, monitoring and correcting performance, and improving and designing systems. Technology is the fifth competency.

This competency deals with selecting technology, applying technology to the task and maintaining and troubleshooting technology.

The SCANS foundation skills are also considered in the matrix. The three foundation skills are Basic Skills, Thinking Skills and Personal Qualities. The Basic Skills deal with reading, writing, arithmetic, mathematics, listening and speaking. The Thinking Skills include creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason. The last foundation skill, Personal Qualities, include responsibility, self-esteem, social, self-management and integrity/honesty.

The second part of the matrix includes information from the Virginia Common Core of Learning. The seven dimensions of living are:

- Personal Well-Being and Accomplishment
- Interpersonal Relationships
- Life Long Learning
- Cultural and Creative Endeavors
- Work and Economic Well-being
- Local and Global Civic Participation
- Environmental Stewardship.

The Virginia Common Core is very similar to the SCANS report. The five fundamental Skill Areas within the seven dimensions are closely related to the SCANS Foundation Skills. On the matrix, Virginia Common Core is situated on top of the SCANS competencies. The Common Core Dimensions and skills are paired with the corresponding SCANS Competency and Foundation Skill. The two reports are then coded with

alphabets to show the relationship between the two reports and the Marketing Competencies. Each competency area has a summary question, competency number, and a corresponding Leadership and Active Participation guide number (LAPS) where necessary.

The Marketing Competencies which are shown on the matrix are the validated competencies that Marketing professionals and businesses leaders in Virginia devised. These competencies deal with Economic Fundamentals, Human Resource Foundations, Marketing and Business Fundamentals.

Matrix Number One shows the Economic Fundamental competencies. The alphabets O,A,L,H pictured on the table shows a correlation between the economic competencies and the SCAN and the Virginia Common Core report.

Matrix Number Two shows the direct correlation with the Human Resource Foundations and the SCANS and the Virginia Common Core. The alphabets, R,S,C,A,D,K,E,M,O,Q,P show the correlation in the competencies of math and communications.

Matrix three and four features the competencies of Human Relation, and Career development and Human Resource Management. The alphabets that are shown to correlate the two reports are M,N,O,Q,I,L,G,H,P,E,K,A,B,D,F and C.

Matrix Five through Eleven covers the competency of Marketing and Business Fundamentals. The alphabets that correspond with the competencies of Marketing Concepts, Policies and Planning and Budgeting are alphabets A, B, C, D,

## STUDY MATRIX ONE

MATRIX ONE	Virginia Common Core								
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities	Environmental Stewardship Work and Economic Well-Being Local and Global Civic Participation
<b>ECONOMIC FUNDAMENTALS</b>									
<b>Economics: Basic Concepts</b>									
EC:002 Explain the concept of economic goods and services (EC LAP 10)				O		A	L		
EC:003 Explain the concept of economic resources (EC LAP 14)				O		A	L		
EC:001 Explain the concept of economics and economic activities (EC LAP 6)				O		A	L		
EC:004 Explain the concept of utility (EC LAP 13)				O		A	L		
EC:005 Explain the concept of supply and demand (EC LAP 11)				O		A	HL		
EC:006 Explain the concept of price (EC LAP 12)				O		A	HL		
<b>Economics: Economic Systems</b>									
EC:007 Explain the types of economic systems (EC LAP 17)				O		A	L		
EC:008 Explain the relationship of government and business (EC LAP 16)				O		A	L		
EC:009 Explain the concept of private enterprise (EC LAP 15)				O		A	L		
EC:010 Explain the concept of profit (EC LAP 2)				O		A	HL		
EC:011 Explain the concept of risk (EC LAP 3)				O		A	HL		
EC:012 Explain the concept of competition (EC LAP 8)				O		A	HL		
<b>Economics: Cost-Profit Relationships</b>									
EC:013 Explain the concept of productivity (EC LAP 18)				O		C	HL		
EC:014 Explain the concept of specialization/division of labor (EC LAP 7)				O			L		
EC:015 Explain the concept of organized labor and business (EC LAP 5)				O		A	HL		
<b>Economics: Economic Indicators/Trends</b>									
EC:017 Explain the concept of gross national product (EC LAP 1)				O		A	L		
EC:018 Explain the concept of business cycles (EC LAP 9)				O			L		
<b>Economics: International Concepts</b>									
EC:016 Explain the nature of international trade (EC LAP 4)				O					
<b>HUMAN RESOURCE FOUNDATIONS</b>									
<b>Mathematics: Basic Skills</b>									
MA:097 Solve addition problems (MA LAP 41)					RS	C			
MA:098 Solve subtraction problems (MA LAP 41)					RS	C			

# STUDY MATRIX TWO

SCANS	Virginia Common Core							
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
<b>Mathematics: Basic Skills (Continued)</b>								
MA:099 Solve multiplication problems (MA LAP 42)					RS	C		
MA:100 Solve division problems (MA LAP 42)					RS	C		
MA:101 Solve mathematical problems involving fractions (MA LAP 43)					RS	C		
MA:377 Solve mathematical problems involving percentages (MA LAP 43)					RS	C		
MA:113 Read charts and graphs (MA LAP 51)		O				AC		
MA:103 Solve first-degree algebraic equations (MA LAP 44)						D		
<b>Mathematics: Cashiering Procedures</b>								
MA:386 Make change (MA LAP 50)	C		K			CDE		MOQ
MA:089 Calculate tax, discounts, and miscellaneous charges for purchases	C		K			CDE		
<b>Mathematics: Financial Measures</b>								
MA:349 Calculate net sales	B	E		O		CD	JK	
MA:352 Interpret profit-and-loss statements	B	E		OP		A		
<b>Communications: Fundamentals</b>								
CO:015 Explain the nature of effective communications		F		O		BEF		
CO:004 Use proper grammar and vocabulary						BF		
CO:147 Explain the nature of effective verbal communications				O		EF		
CO:005 Address people properly						F		
CO:114 Use telephone in a businesslike manner						EF		
CO:016 Explain the nature of written communications				O		B		
CO:133 Write business letters		EFQ				AB		
CO:094 Prepare simple written reports		EFQ				AB		
CO:009 Prepare complex written reports		EFQ		ODQ		AB		
<b>Communications: Staff</b>								
CO:119 Listen to and follow directions				O		E		
CO:014 Explain the nature of staff communication				O		BEF		
CO:011 Explain the use of inter-departmental/company communications				O		BF		
CO:013 Explain the use of employee publications		E		O		A		
CO:139 Give directions for completing job tasks		EQ	I			BEF		
CO:140 Conduct staff meetings		EQ	I			EF	H	O

# STUDY MATRIX THREE

SCANS	Virginia Common Core							
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
<b>Human Relations: Self-Understanding</b>								
HR:286 Develop personality traits important to business (HR LAP 10)								MO
HR:263 Maintain appropriate personal appearance (HR LAP 13)								NP
HR:274 Maintain positive attitude (HR LAP 11)								MP
HR:303 Demonstrate interest and enthusiasm (HR LAP 20)								MO
HR:022 Demonstrate responsible behavior (HR LAP 5)								MQ
HR:312 Demonstrate honesty and integrity (HR LAP 19)								MO
HR:267 Demonstrate orderly and systematic behavior (HR LAP 4)								P
HR:317 Demonstrate initiative (HR LAP 14)								P
HR:294 Demonstrate self-control (HR LAP 18)								P
HR:296 Demonstrate appropriate creativity (HR LAP 15)							Q	NP
HR:302 Explain the concept of self-understanding (HR LAP 2)								N
HR:023 Explain the concept of self-esteem (HR LAP 12)								P
HR:295 Use feedback for personal growth (HR LAP 3)								O
HR:301 Adjust to change (HR LAP 8)							IL	MP
HR:014 Set personal goals (HR LAPs 6,7)								P
HR:044 Use time-management principles (HR LAP 22)	A						QHIL	
<b>Human Relations: Interpersonal Skills</b>								
HR:269 Foster positive working relationships (HR LAPs 1,9)			IN			EP		MO
HR:035 Explain the nature of positive customer/client relations			K	O				O
HR:004 Handle customer inquiries		EQ	K	O		ABEF		O
HR:031 Direct customer/client to other locations		EQ	K			EP		O
HR:038 Explain management's role in customer relations			KL	OPO				
HR:028 Show empathy for others (HR LAP 17)								NOP
HR:021 Use appropriate assertiveness (HR LAP 16)			K			EP		MO
HR:045 Handle difficult customers (HR LAP 21)		EQ	K	O		EP		
HR:030 Interpret business policies to customers/clients		EQ	KM	O		EP		O
HR:046 Handle customer/client complaints (HR LAP 23)								
<b>Career Development: Professional Development</b>								
CD:001 Explain the use of trade journals/periodicals	E					A		
CD:002 Explain the role of professional/trade organizations (CD LAP 1)	E	IL	O			ABEF	KL	O

## STUDY MATRIX FOUR

	SCANS	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
		Virginia Common Core Environmental Stewardship Work and Economic Well-Being Local and Global Civic Participation Communication	Interpersonal Relationships Personal Well-being and Accomplishment Work and Economic Well-Being Readiness Quantifying Life Long Learning Communication	Problem Solving Thinking Problem Solving Cultural and Creative Endeavors Life Long Learning/Collaborating					
<b>Career Development: Professional Development (Continued)</b>									
CD:004 Explain the nature of trade shows .....		E		O		EF	JKL		
CD:003 Explain the role of dealer/franchise meetings .....		E		O		EP	JKL		
<b>Human Resource Management: Organization</b>									
MN:723 Plan and organize work .....	AD	BQ	JLM	O		BEF	HI	MO	
MN:044 Schedule employees .....	AD	BQ	LN	O			IIL	O	
MN:033 Maintain personnel records .....	C	FQH		O		ABCEP	IL		
MN:073 Calculate personnel turnover rate .....		EFG				ABCD			
MN:042 Develop a personnel organizational plan .....	D	BQ		O		AB	HUL		
MN:043 Develop job classifications .....	D	BQ		O		AB	HL		
MN:734 Determine hiring needs .....	D	BQ		O		ABPE	HU		
MN:039 Establish personnel policies .....	D	BQ		OPO		AB	HU		
<b>Human Resource Management: Morale and Motivation</b>									
MN:026 Explain ways to develop a positive working environment .....	D		JKL	OP		BF	IL	NOP	
MN:025 Explain ways to build employee morale (MN LAP 40) .....	D	BQ	L	OP		EF		MNOPQ	
MN:029 Explain the concept of staff motivation (MN LAP 47) .....	D	O	L	O				MNOO	
MN:031 Explain the relationship of communication with employee motivation .....	D	O	L	O		BEF		OP	
MN:041 Explain the concept of employee participation in decision making .....	D		ILM	O		ABEF		MNO	
MN:030 Explain the role of leadership in business (MN LAP 41) .....	D	FG	JL	O		EF	HIK	MNO	
MN:034 Handle employee complaints and grievances (MN LAP 45) .....	D	BQ	M	O		ABEF	HI	O	
<b>Human Resource Management: Selection</b>									
MN:022 Use evaluation data for staffing decisions .....	D	BQ	N	OQ		AB	H		
MN:017 Explain techniques for recruiting new employees .....	AD	EFG	LN	O		ABEF	HI		
MN:023 Explain techniques for recruiting management personnel .....	AD	EFG	LN	O		ABEF	III		
MN:018 Select new employees .....	D	EFG	LN	O		ABEF	HL	O	
<b>Human Resource Management: Development</b>									
MN:078 Orient new employees .....	D	BQ	JL	O		EF	KL	O	
MN:691 Orient new employees (management's role) (MN LAP 44) .....	D	BQ	JLN	O		ABEF		NO	
MN:019 Explain the role of training and human resource development (MN LAP 42) .....	D	BQ	JLN	O	R	ABEF	HIK	NO	
MN:024 Explain the nature of management/supervisory training (MN LAP 50) .....	AD	BQ	JLN	O	R	ABEF	HIK	NO	



# STUDY MATRIX FIVE

SCANS	Virginia Common Core							
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
<b>Human Resource Management: Development (Continued)</b>								
MN:020 Conduct training class/program	AD	EFG	JL	O	R	ABEF	OKL	NO
MN:021 Evaluate employees	D	EFG	L			ABEF	HIL	NO
MN:047 Explain the nature of remedial action (MN LAP 53)	D	EFG	LN			ABEF	I	NO
<b>Human Resource Management: Compensation</b>								
MN:027 Explain the nature of wage and benefit programs	BD	EFG	M	O		AF	H	O
MN:012 Develop employee incentive program	BD	EFG		O		ABF	HI	
<b>MARKETING AND BUSINESS FUNDAMENTALS</b>								
<b>Marketing and Business Fundamentals: Business Concepts</b>								
MB:001 Explain the nature of business activities	ABCD	EFG	L	O	R		HIL	
MB:003 Explain marketing and its importance (MB LAP 1)		EFG	K	O	R	ABCEFG	O	O
MB:002 Explain the concept of management	ABCD	EFG	JLM	O	R	ABCEFG	HIJ	
MB:004 Explain the concept of production	AC	EFG		O	RS			
MB:005 Explain the concept of accounting	B	EFG		O	RS	BC	HIL	
MB:008 Explain the relationship of business and society (MB LAP 6)				O			OHI	
MB:007 Explain the types of business ownership (MB LAP 7)		GH		O			H	
<b>Marketing and Business Fundamentals: Marketing Concepts</b>								
MB:009 Explain marketing functions and related activities (MB LAP 2)				O			KL	
MB:011 Explain the concept of marketing strategies (MB LAP 4)		E		O			GHIL	
MB:012 Explain the concept of market and market identification (MB LAP 5)		E		O			GHIL	
MB:013 Explain the nature of channels of distribution (MB LAP 3)	C	E		O			H	
<b>Management: Budgeting Considerations</b>								
MN:081 Explain the nature of overhead/operating costs	B			O		ACD	I	
MN:016 Explain employee role in expense control	B			O			I	Q
MN:059 Develop expense-control plans	B	EQ		OQ	RS	ABCD	QHIL	
MN:083 Explain the nature of operating budgets	B	EQ		O	RS	ABCD		
MN:061 Develop sales-support budget	B	EQ		O	RS	ABCD	HIL	

# STUDY MATRIX SIX

SCANS	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
	Virginia Common Core Environmental Stewardship Work and Economic Well-Being Local and Global Civic Participation Communication Interpersonal Relationships Personal Well-Being and Accomplishment Work and Economic Well-Being Foundational Quantifying Life Long Learning Communication Foundational Thinking, Problem Solving Quantifying Cultural and Creative Education Life Long Learning/ Collaboration							
<b>Management: Budgeting Considerations (Continued)</b>								
MN:653 Develop company-wide budget	B	EO		O		ABCD	HIL	
MN:063 Use budgets to control operations	BC	EO		OPQ		ACD	HIL	
MN:069 Analyze operating results in relation to budget/industry	B	EO		O		ACD	HIL	
<b>Management: Policies and Planning</b>								
MN:074 Develop company objectives (for management unit)		EO	L	O		ABC	HIL	
MN:035 Explain external planning considerations (MN LAP 43)				OPQ			L	
MN:036 Explain legal considerations for company operation				O		A	HL	M
MN:065 Explain types of records needed for business operations				O		A	L	M
MN:038 Establish operating policies	ABCD	EO	L	O		ABF	III	
<b>Operations: Nature and Scope</b>								
OP:131 Explain the nature and scope of operations				O		A	L	
<b>Operations: Equipment</b>								
OP:696 Handle company equipment properly					ST	A		
OP:133 Operate calculator					S	A		
<b>Operations: Maintenance and Housekeeping</b>								
OP:614 Explain functions of business maintenance				O		A		
<b>Distribution: Nature and Scope</b>								
DS:001 Explain the nature and scope of distribution (DS LAP 1)	C			O				
<b>Distribution: Warehouse/Stock Handling</b>								
DS:004 Explain the receiving process (DS LAP 5)	C			O	S	AB	L	
<b>Distribution: Inventory Control</b>								
DS:023 Maintain inventory levels	C	P					JL	
DS:025 Complete inventory counts		EFII	I		S	ABEF		M
DS:024 Organize inventory counts	C	F						
DS:019 Explain the nature of inventory control systems (DS LAP 2)	C	F		O				
DS:022 Explain types of unit inventory control systems (DS LAP 3)	C	F		O				
DS:026 Calculate inventory shrinkage (DS LAP 4)		EII		O		ACD	I	

## STUDY MATRIX SEVEN

SCANS	Virginia Common Core							
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
<b>Distribution: Inventory Control (Continued)</b>								
DS:027 Maintain unit inventory control systems	C	EFH		OP	RS	CD	HI	
DS:020 Explain the nature of dollar inventory control systems	C	F		O	S			
DS:021 Maintain dollar inventory control systems	C	EFH		OP	RS	CD	HI	
<b>Financing: Nature and Scope</b>								
FI:001 Explain the nature and scope of financing				O			L	
<b>Financing: Credit</b>								
FI:002 Explain the purposes and importance of credit (FI LAP 2)				O			L	
FI:003 Facilitate completion of credit applications		E	K			ABEF		
FI:004 Facilitate completion of business credit applications		E	K			ABEF		
FI:023 Explain the purpose and importance of obtaining credit (business)				O			L	
<b>Marketing-Information Management: Nature and Scope</b>								
IM:001 Explain the nature and scope of marketing-information mgmt (IM LAP 2)		EFO		O		AB	L	
<b>Marketing-Information Management: Forecasting</b>								
IM:002 Explain the nature of demand analysis		EFO		O		AB		
IM:003 Explain the nature of sales forecasts	AB	EFO		O		ACD	HI	
IM:004 Interpret trends in sales volume	B	EO		OP		ACD	JIL	
IM:005 Predict market demand		EO		OP		ACD	HL	
IM:007 Estimate sales potential	B	EO		OP	RS	ACD	HL	
IM:008 Calculate market share		EO		OP		ACD	JIL	
IM:009 Forecast sales (IM LAP 4)	AB	EFO		OP	RS	ACD	HL	
<b>Pricing: Nature and Scope</b>								
PI:001 Explain the nature and scope of pricing (PI LAP 2)				O		A	L	
<b>Pricing: Determining Prices</b>								
PI:002 Explain factors affecting selling price (PI LAP 3)		EP		O		A	GL	
PI:005 Explain the psychological effects of pricing (PI LAP 1)		E		O		A	JL	
PI:006 Calculate break-even point		EFO		O		ACD	JIL	
PI:004 Explain the nature of company pricing policies		EP		O		A	JIL	
PI:003 Explain legal considerations of pricing		EP		O		A	JIL	
PI:007 Set prices of goods and services		EFO		O	RS	ACD	JIL	

# STUDY MATRIX EIGHT

TRIX EIGHT

SCANS	Virginia Common Core							
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities

## STUDY MATRIX NINE

	SCANS	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
		Virginia Common Core	Environmental Stewardship Work and Personal Life Local and Global Civic Participation	Communication	Interpersonal Relationships Personal Well-being and Accomplishment	Work and Economic Well-being	Foundational Quantifying	Life Long Learning Communication	Foundational Thinking, Problem Solving Quantifying
									Cultural and Creative Endurance Life Long Learning/Collaborating
<b>Promotion: Management</b>									
PR:073 Explain the nature of a promotional plan	AB	EFG		O			ABC	GHIL	
PR:074 Select products to promote		EF		O			A	GHIL	
PR:075 Use past advertisements for promotional planning		EFG		O			A	JL	
PR:076 Coordinate promotional activities		EF	J	O			ABE	GHIL	
PR:078 Coordinate promotional and selling activities	AC	E	J	O			ABE	GHIL	
PR:079 Develop an advertising campaign	ABCD	EFG	IL	OP	RS		ABEF	GHIL	
PR:070 Prepare advertising budget	B	EFGH	L	O	S		ABCD	HL	
PR:071 Seek cooperative advertising/promotional materials		EFG	M	O			ABEF	HL	
PR:080 Use advertising agency		EFG	I	O			ABEF	HJ	
PR:069 Determine promotional policy		EFG	L	O			BEF	HL	
<b>Purchasing: Nature and Scope</b>									
PU:001 Explain the nature and scope of purchasing (PU LAP 1)		EFG	M	O			ACE	HL	
PU:002 Explain company buying/purchasing policies		EFG		O			AEF	L	
PU:003 Explain the nature of the buying process		EO	M	O			ABCEF	HL	
<b>Purchasing: Buying Activities</b>									
PU:012 Analyze/Select appropriate products		EFG	M	O			AB	HL	
PU:013 Calculate merchandising-related discounts (PU LAP 3)	B	EF		O	S		AC	L	
PU:014 Determine final cost of product to company	B	E	M	O	S		AC	HL	
PU:015 Order merchandise	BC	EF	M	O	S		BC	H	
PU:016 Schedule regular product deliveries	C	EFG	L	O	S		B	JIL	
PU:017 Authorize payments for goods and services				O	S		AB	H	
PU:018 Analyze proposed purchases				O			A	JL	
<b>Risk Management: Nature and Scope</b>									
RM:001 Explain the types of risk				O				L	
RM:002 Explain the nature of risk management (RM LAP 1)		EFGH	J	O	R		ABEF	HL	
<b>Risk Management: Pure Riaks</b>									
RM:003 Explain routine security precautions		E		O			AEF	I	MQ
RM:008 Use fire and safety equipment		E		O	ST		AE	JL	M
RM:009 Complete emergency planning		EFG	J	O	R		ABP	JHL	

# STUDY MATRIX TEN

SCANS	Virginia Common Core							
	Resources	Information	Interpersonal	Systems	Technology	Basic Skills	Thinking Skills	Personal Qualities
<b>Risk Management: Pure Risks (Continued)</b>								
RM:010 Use safety precautions (RM LAP 2)		R		O	S	AEF	IL	M
RM:012 Explain procedures for handling accidents		EO		O	T	AEF	HI	N
<b>Selling: Nature and Scope</b>								
SE:017 Explain the purpose and importance of selling (SE LAP 117)				O			L	
SE:932 Explain company selling policies (SE LAP 121)		Q		O		AEF	L	
<b>Selling: Understanding Customers/Clients</b>								
SE:810 Address needs of individual personalities (SE LAP 112)		Q	K	O		EF	OHL	O
SE:883 Use buying motives as basis of sales presentation (SE LAPs 102, 109)		Q	K	O		EF	OHL	O
SE:811 Facilitate customer buying decisions (SE LAP 108)		Q	K	O		EF	OHL	O
SE:828 Explain key factors in building a clientele (SE LAP 115)			K	O		EF	OHL	QQ
<b>Selling: Process and Techniques</b>								
SE:048 Explain the selling process (SE LAP 126)			K	O		EF	L	
SE:869 Open the sales presentation (SE LAP 101)		EO	K	O		EF	OHL	O
SE:024 Question for information (SE LAP 114)		EO	K	O		EF	OHL	O
SE:042 Probe for information (SE LAP 120)		EO	K	O		EF	OHL	O
SE:871 Suggest product substitutions (SE LAP 111)		EO	K	O		EF	OHL	O
SE:893 Demonstrate product (SE LAP 103)		EFQ	K	O		AEF	OHL	O
SE:873 Use feature/benefit selling (SE LAP 113)		EFQ	K	O		EF	OHL	O
SE:874 Handle customer/client objections (SE LAP 100)		EO	K	O		EF	OHL	O
SE:895 Close the sale (SE LAP 107)		EO	K	O		EF	OHL	O
SE:875 Use suggestion selling (SE LAP 110)		EFQ	K	O		EF	O	O
SE:046 Sell product/service		EFQH	K	OP		ABEF	QHIL	O
SE:057 Explain follow-up techniques (SE LAP 119)		EFQH	K	O		REF	GH	O
SE:001 Maintain/Use customer/prospect list. (SE LAP 116)	A	EFQH	K	OP	S	ABEF	GH	OP
<b>Selling: Product Knowledge</b>								
SE:011 Obtain product information from sources on/with the item (SE LAP 104)		EF				A	J	
SE:012 Obtain selling information from company promotional material		EF				A	J	
SE:052 Explain services and terms being advertised by competitors		EF				A	J	

# STUDY MATRIX ELEVEN

## Selling: Product Knowledge (Continued)

SE:010 Obtain product information from appropriate individuals

SE:045 Obtain product information from appropriate individuals (management)

## Selling: Support Activities

SE:835 Process telephone orders

## Selling: Management of Selling Activities

SE:864 Explain sales quotas (SE LAP 118)

SE:056 Maintain sales records

SE:055 Explain the nature of sales training (SE LAP 123)

SE:040 Develop sales-incentive programs

SCANS	Virginia Common Core							
Resource	Environmental Stewardship Work and Economic Well-Being Local and Global Civic Participation							
Information	Communication							
Interpersonal	Improved Relationships Personal Well-Being and Accomplishment							
Systems	Work and Economic Well-Being							
Technology	Fundamental Quantifying							
Basic Skills	Life Long Learning Communication							
Thinking Skills	Reasoned Thinking: Problem Solving Quantifying							
Personal Qualities	Critical and Creative Endeavor Life Long Learning: Collaboration							
	EF				ABF	J	O	
	EF				ABF	J	O	
	EH	K	O		ABCF		O	
	E	K	O		BC	HL	O	
	EFH		O	S	ABC	L		
	EFQ	J	O	RS	ABFP	QHIL	O	
	EFQ	L	O		AB	HL		

E, F, G, H, I, J, K, L, M, Q, R, and S.

Under the competencies of Operations, Distribution Finance Marketing Information Systems, and Pricing the correlation is quite evident. The alphabets that correspond to the correlation are A, B, C, O, P, Q, L, E, F, J, L, I, M, S, H, and D.

Matrix Nine features Promotion Management, Purchasing, and Risk Management. The alphabets that form the correlation between the reports and the competencies are A,B,C,D,E,F,G,H, L,M,Q,O,S, and T.

Matrix Ten and Eleven show the correlations of the Marketing competency of Selling. The corresponding alphabets are A,E,F,G,K,O,P,H,I,J,K,Q,S, and R.

#### SUMMARY

The matrix depicted the match between the SCANS competencies and Foundation Skills, The Virginia Common Core and Marketing Education general marketing competencies at the entry, career-sustaining, specialist, supervisory and Manager/entrepreneur levels.

The matrix was broken into eleven tables which showed a comparison of the two reports and the Marketing Competencies. The table were broken down into column and rows and alphabets were used to show the corresponding relationships.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to determine the correlation between the Virginia Common Core of Learning and the Secretary's Commission on Achieving Necessary Skills reports to the Marketing Education Curriculum in Newport News, Virginia.

The goals of this study were:

1. To determine how Marketing Education Curriculum compares to the outcomes identified in the Virginia Common Core of Learning.
2. To determine how the Marketing Education Curriculum compares with the Secretary's Commission on Achieving Necessary Skills Report.
3. To develop a plan to improve the Marketing Curriculum to meet the demands of society.

To accomplish these goals, information was obtained from the SCANS Report which outlined the skills required from the work force as a whole. The second piece of data obtained for research was the Virginia Common Core of Learning report. The third source of data was obtained from the Marketing Education Curriculum. The purpose of the study was to find the correlation between the SCANS and Virginia Common Core to the Marketing Curriculum. The design of the matrix was based on the research goals. The Matrix was also developed to show

the Marketing Education Curriculum areas that meet or fail to meet the standards of the SCANS Report and the Virginia Common Core of Learning.

#### SUMMARY

The matrix showed that the SCANS and the Virginia Common Core reports were very similar in design and thought. The wording of the individual competencies was so similar that it made the construction of the matrix simple. Since the two reports correlated greatly with one another, the task of matching the marketing competencies was made easy.

The first goal was to determine how the Marketing Education Competencies compared to the outcomes identified in the Virginia Common Core of Learning. The seven dimension of living and the five fundamental skill areas within the seven dimensions seem to be consistent with the marketing competencies. The Environmental Stewardship, Work and Economic Well-being and Local and Global Civic Participation are included in the Marketing Competencies of Human Resource Foundations math cashiering, financial measures, time management, human resource management, morale and motivation, selection, development, compensation and Marketing and Business Fundamentals business concepts, marketing concepts, budget considerations, policies and planning, distribution, inventory control, marketing information systems, promotion management, purchasing. Under the SCANS, the resource competency also correlates with the Common Core and the same

marketing competencies.

The marketing competencies that correlate with the SCANS competency of Information and Common Core competency of communication was mathematics, communications fundamentals, communication staff, human relations, career development, resource management, human relations, career development, human resource management, marketing and business fundamentals, budgeting, distribution, inventory, financing, pricing, planning, advertising, management, buying, promotion and selling.

The marketing competencies that correlate with Interpersonal for SCANS and Interpersonal Relationships and Personal well-being for the Common Core were mathematics, Communications, human relations, career development, human resource management, marketing and business fundamentals financing, promotion, risk management and selling.

The marketing competencies that correlate with Systems for SCANS and for Economic Well-being for the Common Core were economics, math, communications, human relations, career development, human resource management, marketing and business fundamentals, budgeting, operations, distribution, pricing, product, promotion, publicity, purchasing, risk management, and selling.

The marketing competencies that correlate with Technology for the SCANS and Fundamental Quantifying for the Common Core were human resource foundations, math, human

resource management, marketing and business fundamentals, management, operations, distribution and marketing information management. Very small correlations were seen in pricing, promotion, product service, purchasing, risk management and selling.

The marketing competencies that correlate with the SCANS Basic Skills and the Common Core competencies of Life Long Learning and Communications were economics, human resource foundations, math, communications, human relations, career development, human resource management, marketing and business fundamentals, management, operations, distribution, financing, pricing, product service, promotion, purchasing, risk management and selling.

The marketing competencies that correlate with the Thinking Skills of the SCANS and the Fundamental Thinking, Problem Solving and Quantifying were economics, career development, human resource management, marketing and business fundamentals, budgeting, distribution financing market information systems, pricing, product service, promotion, purchasing, risk management, and all aspects of selling.

The marketing competencies that correlate with the final competencies of Personal Qualities for the SCANS and Cultural and Creative Endeavors, Life Long Learning/Collaborating for the Common Core were a small portion of the math, a large portion of the human relations, self understanding, human

relations, interpersonal skills, career development, human resource management, management, risk management, and selling. This information fulfilled goal two.

In order to fulfill goal three of developing a plan, the areas in which the marketing competencies did not correlate with the SCANS and the Common Core were then examined. There were a few major gaps with the marketing competency of economics. For example the economics competency did not exhibit the correlations of five out of eight competencies in both the SCANS and Common Core. The Human Relation competency did not meet five out of the eight correlations for the two reports. The Human Resource competency lacked the Technology competency in the SCANS and the Quantifying in the Common Core. The Marketing and Business fundamental competencies lacked the Personal Qualities of the SCANS and the Cultural and Creative Endeavors of the Common Core.

A plan to improve the marketing curriculum would entail the following.

1. An analysis of each marketing competency that did not meet the requirements of the SCANS and the Common Core to see if it would be necessary to insert the competencies that are omitted.

2. A group of teachers and business professionals would then need to meet to discuss the advantages and disadvantages of the adding or taking away from the curriculum in order to

improve the demands of our growing society.

3. Research would also need to be undertaken to see if outcome based education should be a significant part of the marketing curriculum instead of competency based education.

### CONCLUSIONS

The research goals used in this study were developed in order to determine the correlation between the Virginia Common Core of Learning and the Secretary's Commission on Achieving Necessary Skills reports to the Marketing Education Curriculum in Newport News. Based on the findings of each of the research goals it was concluded that the Marketing Education Competencies did correlate with the SCANS and the Virginia Common Core competencies. This conclusion was reached for the following reasons.

1. In comparing the marketing competencies with the SCANS report, there was a significant correlation of competencies within the Core competencies of Resources, Information, Interpersonal, Systems, and Technology. The Foundation Skills of the SCANS also show a significant correlation with the marketing competencies.

2. In comparing the marketing competencies with the Virginia Common Core under the seven dimensions and five fundamental Skill Areas within the seven dimensions another significant correlation was noticed.

## RECOMMENDATIONS

The matrix shows the direct correlations that are significant to the marketing competencies. The matrix also shows the gaps that need to be addressed for the curriculum.

1. A recommendation to review the gaps would help to aid in the plan to improve the Marketing Curriculum to meet the demands of society.

2. Another recommendation would be to evaluate the gaps to see where the competencies of SCANS and the Common Core would be more appropriate.

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